

## CLOVER JUNIOR HIGH

1555 Hwy. 55 East  
Clover, SC 29710

**GRADES** 7-8 Middle School

**ENROLLMENT** 790 Students

**PRINCIPAL** Audrey Devine 803-222-4521

**SUPERINTENDENT** Bill R. Jenkins 803-222-7191

**BOARD CHAIR** Frank C. Falls 803-222-9710

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2003

#### ABSOLUTE RATING:

**GOOD**

Absolute Ratings of Middle Schools with Students like Ours

Excellent

1

Good

22

Average

4

Below Average

0

Unsatisfactory

0

#### IMPROVEMENT RATING:

**UNSATISFACTORY**

#### ADEQUATE YEARLY PROGRESS:

**NO**

This school met 16 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

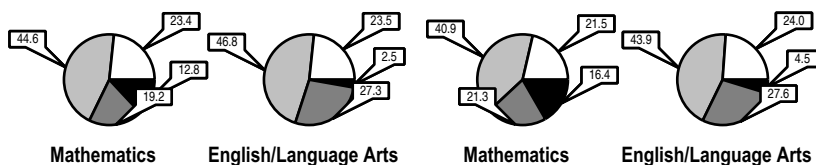
**FOR MORE INFORMATION, VISIT WEBSITES AT:**




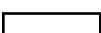
**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
2001	Good	Average	N/A
2002	Good	Unsatisfactory	N/A
2003	Good	Unsatisfactory	No
2004			

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students</b>	<b>Parents</b>
Number of surveys returned	57	280	301
Percent satisfied with learning environment	85.5%	69.5%	81.9%
Percent satisfied with social and physical environment	89.1%	75.2%	68.2%
Percent satisfied with home-school relations	82.1%	83.9%	74.9%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	784	99.9	23.5	46.8	27.3	2.5	29.7	17.6
Gender								
Male	414	100.0	29.2	46.8	22.5	1.6	24.0	17.6
Female	370	99.7	17.1	46.8	32.7	3.5	36.1	17.6
Racial/Ethnic Group								
White	666	100.0	19.6	48.2	29.4	2.9	32.3	17.6
African-American	88	98.9	49.4	38.6	12.0	N/A	12.0	17.6
Asian/Pacific Islander	9	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	19	100.0	35.3	41.2	23.5	N/A	23.5	17.6
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	688	100.0	17.0	49.9	30.3	2.8	33.1	17.6
Disabled	96	99.0	72.1	23.3	4.7	N/A	4.7	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	784	99.9	23.2	46.8	27.5	2.5	29.9	17.6
English Proficiency								
Limited English proficient	7	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	777	99.9	23.0	47.0	27.5	2.5	30.0	17.6
Socio-Economic Status								
Subsidized meals	243	99.6	37.8	50.7	11.1	0.5	11.5	17.6
Full-pay meals	541	100.0	17.3	45.0	34.3	3.3	37.6	17.6

Mathematics								
All students	784	100.0	23.4	44.6	19.2	12.8	32.0	15.5
Gender								
Male	414	100.0	24.8	42.6	19.1	13.4	32.6	15.5
Female	370	100.0	21.9	46.7	19.3	12.1	31.4	15.5
Racial/Ethnic Group								
White	666	100.0	19.4	45.3	21.0	14.3	35.3	15.5
African-American	88	100.0	50.0	42.9	4.8	2.4	7.1	15.5
Asian/Pacific Islander	9	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	19	100.0	35.3	41.2	17.6	5.9	23.5	15.5
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	688	100.0	17.3	47.1	21.2	14.4	35.5	15.5
Disabled	96	100.0	69.0	25.3	4.6	1.1	5.7	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	784	100.0	23.3	44.4	19.3	12.9	32.2	15.5
English Proficiency								
Limited English proficient	7	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	777	100.0	22.9	44.8	19.4	12.9	32.3	15.5
Socio-Economic Status								
Subsidized meals	243	100.0	39.9	44.0	11.9	4.1	16.1	15.5
Full-pay meals	541	100.0	16.6	44.4	22.4	16.6	39.0	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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**PACT PERFORMANCE BY GRADE LEVEL**

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	362	N/A	20.0	43.1	33.1	3.9	36.9
	Grade 8	371	N/A	26.5	43.2	24.1	6.2	30.3
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	421	100.0	24.2	44.9	28.5	2.3	30.8
	Grade 8	363	99.7	22.6	49.0	25.8	2.7	28.5

Mathematics								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	362	N/A	28.3	32.8	20.0	18.9	38.9
	Grade 8	371	N/A	29.5	46.5	13.8	10.3	24.1
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	421	100.0	20.2	41.4	21.7	16.7	38.4
	Grade 8	363	100.0	27.2	48.2	16.3	8.3	24.6

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 790)				
Students enrolled in high school credit courses (grades 7 & 8)	0.0%	No change	29.9%	14.4%
Retention rate	4.8%	Up from 2.7%	2.2%	2.3%
Attendance rate	95.6%	Down from 96.2%	95.2%	95.2%
Eligible for gifted and talented	19.9%	Up from 17.6%	22.1%	13.6%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	12.6%	Up from 12.2%	10.9%	14.1%
Older than usual for grade	4.2%	Up from 4.0%	3.3%	4.9%
Suspended or expelled	2.4%	Up from 1.0%	1.7%	1.3%
Annual dropout rate	0.0%	No change	0.0%	0.0%

Teachers (n= 56)				
Teachers with advanced degrees	39.3%	Up from 36.1%	52.2%	47.1%
Continuing contract teachers	82.1%	Up from 63.9%	84.4%	82.5%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	83.8%	Up from 80.2%	87.6%	84.3%
Teacher attendance rate	92.4%	Down from 94.3%	95.4%	95.0%
Average teacher salary	\$40,921	Up 3.5%	\$40,952	\$39,924
Prof. development days/teacher	9.9 days	Down from 13.0 days	9.9 days	10.7 days

School				
Principal's years at school	3.5	Up from 2.5	5.0	3.0
Student-teacher ratio	20.5 to 1	Up from 20.2 to 1	21.5 to 1	21.0 to 1
Prime instructional time	87.6%	Down from 90.2%	89.7%	88.9%
Dollars spent per pupil*	\$6,466	Up 0.1%	\$5,406	\$5,854
Percent spent on teacher salaries*	65.9%	Up from 64.0%	64.4%	62.0%
Opportunities in the arts	Excellent	No change	Good	Good
Parents attending conferences	99.0%	No change	91.3%	94.8%
SACS accreditation	yes	N/A	yes	yes

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
<b>N/A</b>	Not Applicable	<b>N/C</b>	Not Collected	<b>N/R</b>	Not Reported	<b>I/S</b>	Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Clover Junior High School serves students in grades seven and eight and expects an enrollment of 825 students in 2003-2004. Seventh grade is the first time all students in the district come together into one school.

CJHS had many positive accomplishments during the 2002-2003 school year:

Academically, the average number of students scoring at Basic or above on PACT increased by 3 percent, and thirty-four students qualified as Junior Scholars.

In the area of extra-curricular activities, the CJHS student council was named Best Overall Junior High Student Council and the band won the SC Band Directors Outstanding Performance Award, both for the third consecutive year. In athletics, CJHS began co-ed soccer, increasing the number of athletic teams to thirteen. The eighth grade girls' basketball team won the regional tournament.

Outside of the classroom, students, teams, and parents were involved in numerous community projects such as Adopt an Eagle, Hoops for Heart, and the Juvenile Diabetes Foundation.

CJHS was named a Red Carpet School for its family friendly environment, one of only 127 schools that earned the South Carolina Department of Education award.

Membership in Parents as Leaders (PALs) continues to grow in its third year. This parent organization has sponsored school-wide fund-raising events that have funded snacks for PACT testing, supplements to team and departmental budgets, school-wide rewards and incentives, and teacher appreciation activities.

Since the implementation of the middle school concept at CJHS, teaming, flexible scheduling, and other elements of the middle school concept have led to improvements in morale, attendance, discipline, parent communication, and academic assistance. CJHS continues to make improvements in these areas, each of which has a positive impact on our children.

Although measurable improvements were made during the course of the 2002-2003 school year, our goal to become the best middle school in South Carolina remains unchanged.

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.